University of Wisconsin-Madison

Course title and level : Elementary Pashto

Course Subject, Number and Title: ASIANLANG:317-1st Semester
ASIANLANG: 327-2nd Semester

Credits
By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes
General Education

Course Description
Pashto is spoken as a first or second language by over 40 million people worldwide, but the highest population of speakers are located in Afghanistan and Pakistan, with smaller populations in other Central Asian and Middle Eastern countries such as Tajikistan and Iran. Pashtuns are one of the major ethnic groups of Central Asia, living there since ancient times. Historically, the Sulaiman Mountains on the border of Afghanistan and Pakistan were identified as the traditional homeland of the Pashtun tribes. In modern times, Pashtuns live in much broader territory including Central, Western, and Northern Afghanistan and Northwest Pakistan. Also, a sizable number of Pashtuns can be found in India, Iran, and Tajikistan. Pashto is one of two official languages of the Islamic Republic of Afghanistan. It has multiple dialects, the main being the Western dialect, also known as Kandahari, and the Eastern dialect, also known as Nangarhari-Peshawari or Mashriqi. Some scholars also recognize a Central dialect spoken in Kabul, Logar, Parwan, and Ghazni provinces and a Southern dialect spoken in the Paktia and Paktika provinces.The vocabulary of Pashto has been considerably influenced by Dari, which serves as the lingua franca of Afghanistan. But, Pashto also contains many Arabic loanwords (adopted via Dari) and Indian loanwords (adopted via Urdu). Most of the international words such as moṭár 'car', rāḍyó 'radio', and kampyuṭár 'computer' entered Pashto through Indian English.This course is purposed to provide learners with a wide selection of materials and task-oriented, communicative activities that facilitate in a balanced way the development of the four language skills (speaking, listening, reading, and writing) The aim of this course is to provide students with an introductory knowledge of the Pashto language as it is spoken and written today in Afghanistan.

Requisites
No prior knowledge of the language is required for this course.

Meeting Time and Location:
8:30 a.m-1:00 pm CST, M-F

Office hours: Every M-F 1-2 p.m Central Time.

Instructional Modality: This course will meet in-person.

Regular and Substantive Student-Instructor Interaction
This class will meet five days a week, and four hours a day in person.
Students will be engaged through teaching, learning, and assessment as well as at least two of these activities. Which will be practice in the class to achive best learning goals:
1- Provide direct instruction; instructor will assess or provid feedbacks on a student/s course work
2- Provide information or responding to questions about the content/topic of the class.
3- facilitate a group discussion regarding the content of class
4- Make a plan to interact meaningfully with each student.
5- Lead discussions that invite students and instructors to share their ideas, share resources, and expand on others' understandings.
6- Provide rich feedback on assignments rather than just using auto-graded quizzes.
7- Provide students with opportunities to describe what is helping or hindering their learning in the course.

Instructor Title and Name
Bari Nawzadee
Pashto Language Instructor

Instructor Availability
Office hours : M-F from 1:00 p.m – 2:00 p.m Central Time. Students can meet inperson without an appointment during the mentioned time. Or students can make an appointment via email for a different time between 2- 4 pm.

Course Learning Outcomes

This course will familiarize students with the alphabet and sound system of Pashto and provide a systematic presentation of its basic structure and ordinary use by stressing extensive practice in listening, speaking, reading, and writing. The use of English in the classroom will be kept to a minimum; instead, Pashto will be used mostly. Throughout the course students will be exposed to such visual materials as authentic video clips and photographs illustrating the contemporary cultural life of the Pashtuns
By the end of the course, successful learners will be able to:
1. engage in simple conversations on a number of everyday topics using Pashto,
2. read simple texts and understand the main ideas of texts written in Pashto
3. write short texts using Pashto
4. answer in writing simple questions on familiar topics using Pashto
5. Participate in simple interactions following social conventions of Afghan Culture.
6. Ask and answer simple questions on very familiar topics.
7. Understand familiar words and very basic phrases about yourself, your family and immediate surroundings when people speak slowly and clearly and repeats.
8. Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
9. Write a short, simple postcard, for example holiday postcards.
Fill in forms with personal details, for example entering your name, nationality and address on a hotel registration form.

Grading

The 8-week summer program is equivalent to two semesters of classroom instruction during the academic year. The Department does not offer pass/fail options. Students enrolled in the SASLI language course obtain a grade corresponding to each semester. At the end of the first four weeks you receive a 'final' grade; i.e. equivalent to the first semester. At the end of the second four weeks you receive a 'final' grade, i.e. equivalent to the second semester.

Each semester-final grade is derived from the following components:
- Attendance 10%
- Participation in class: 15%
- Homework (oral and written assignments, presentations, journal): 20%
- Class projects – presentations 20%
- Quizzes and chapter tests: 20%
- Final exam (first four weeks) (oral interview and written): 15%

Grade scale (you may change this)
- A (Excellent)   90-100
- AB (Intermediate Grade)   83-89
- B (Good)   74-82
- BC (Intermediate Grade)   67-73
- C (Fair)   61-66
- D (Poor)   55-60
- F (Failure)

Important Dates:
- July 4th is holiday
- Quizzes: Students will have two quizzes per week; the date and time of the quizzes will be announced one day prior.
- <u>Midterm Exams:</u> Midterm exam is at Friday July 15th. The exam will be conducted at 8:30am and will last one hour.
- <u>Final Exam:</u> Final Exam is at August 11th Exams will be conducted at 09:00am and will last two hours.
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Course Website, Learning Management System & Digital Instructional Tools

Canvas will be using to communicate, upload files, grade assignments and quizzes submission.

Required Textbook, Software & Other Course Materials

Pashto: An Elementary Textbook Inomkhojayev, Rahmon ISBN 10: 1589017749 / ISBN 13: 9781589017740
Audio Video Link:
https://georgetownuniversitypresstextbooks.com/pashto/elementaryvolume1/

Reference and Suggested texts and materials:
1. Z. Pashtun. Pashto-English Dictionary. First Edition. Dunwoody Press, 2009
2. G. Chand. English-Pashto, Pashto-English Dictionary. 2nd edition. Simon Wallenberg, 2007.

3. Khan, Qazi Rahimullah, Introduction to Pushtu: An official Language of Afghanistan (New York, NY: Hippocrene Books, 2002).
4. Tegey, Habibullah, Robson, Barbara, Beginning Pashto: Textbook, Revised Edition (Washington, DC: Center for Applied Linguistics, 1993).
5. **Technology and online resources used in the course:**
6. Google translator (Please only use for word translation)

Note: Please bring your textbook and syllabus to class every day

Campus provides students with technology guidelines and recommendations for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments
- Every day homework assighmnts and it's instructions are provided in the table of content see page #5.

Exams, Quizzes, Papers & Other Major Graded Work

- Every week quizzes and presentations and their instructions are provided in the table of content see page #5.

Weekly Schedule

Class will meet everyday M-F from 8: 30 am to1:00pm. Evry instructional hour is 50 minutes and students will have 10 minutes break after each instructional hours.

*Important dates to include on your syllabus calendar:

- Class starts   Jun 20 2022
- Independence Day observed   July 4, 2022 (Monday)
- Last day of class   Aug 12 2022
- Week 7, Tuesday 8/2, All-SASLI Program, 1:30pm CST
- Review of previous day's materials(drilling and assessments) Everday 8:30.am
- Weekly quiz   Every Monday 8:30.am
- Final exam   Aug 11 2022

Course Policies

Attendance

This class will follow WISLI attendance policy, which states:
Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work, or tests, which may impact a student's final grade. Please see the grading rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19-related questions, please see the UW-Madison COVID-19 Response FAQs: https://covidresponse.wisc.edu/faq/

All WISLI programs following UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

WISLI attendance policies align with UW-Madison guidelines: https://doso.students.wisc.edu/guide/class-attendance/

Unexpected Absences and COVID-19

Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term. However, sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and flow of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go to: https://covidresponse.wisc.edu. Please review the information on the FAQs page (https://covidresponse.wisc.edu/faq/), which provides guidance regarding some COVID-19-related absence issues, including questions such as:

- If I am in class or at work when I receive a positive COVID-19 test result, should I leave immediately?
- What should I do if I've tested positive for COVID-19?
- What should I do if a student in my class tells me that they have tested positive for COVID-19? Should I inform the other students? Should I cancel class?
- What should I do if multiple students in my class are out because they are isolating or in quarantine for COVID-19?
- Will I be notified if a student in my class is required to be tested for COVID-19, has failed to test for COVID-19, or tests positive for COVID-19?
- Are instructors required to provide students fully remote or online access to in-person courses?
- How long should someone stay home if they are experiencing symptoms of COVID-19?
- I've been exposed to (a close contact of) someone with COVID-19. Do I need to quarantine and for how long?
- Should I attend work or class if I am sick?
- I heard someone in one of my classes has tested positive but I don't know whether I was a close contact. What should I do?

Per **SASLI** policy, students are expected to **attend class every day** during the semester given the intensive structure of the program:
- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester.

- Three or more absences in a semester will result in automatic failure of the course.

Additional Notes:
- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.

- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.

- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.

- Pre-program requests for absences will not be granted.

- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.

- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit the necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

Absences due to Religious Observances:
SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Teaching & Learning Data Transparency Statement
The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics*, and to enable proctoring capabilities. View the university's full* teaching and learning data transparency statement*.*

Privacy of Student Records & the Use of Audio Recorded Lectures Statement
View more information about FERPA. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course
student must attend in class, be active in class and having permanent contribution on class activities complete all homework and assignments

Students may find the following campus resources helpful in aiding their success in the SASLI program:

University Health Services (UHS) is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website: https://www.uhs.wisc.edu/ to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services**: 608-265-5600 (option 9)
- **After-hours Nurse Line**: 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (https://www.uhs.wisc.edu/remotehealth/). Note that some services offered at UHS are limited to in-state students only.

LGBTQ+ Support : The Gender & Sexuality Campus Center (https://lgbt.wisc.edu/) is a fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: https://lgbt.wisc.edu/support/navigate-campus/.

Dean of Students: The Dean of Students' office can provide you with support and resources for a variety of concerns; their main objective is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is: https://students.wisc.edu/doso/.

Some additional campus resources are:
- *Undergraduate Academic Advising and Career Services*
- *Office of the Registrar*
- *Office of Student Financial Aid*

Course Evaluations
Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Students' Rules, Rights & Responsibilities

Diversity & Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a **non-discrimination policy** that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed **unacceptable** in class/or on Canvas.

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name and your selected pronouns.**

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:
- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course

- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities Statement
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Academic Calendar & Religious Observances

Week 1				
Date	**Goals and Objectives**	**Topics & Vocabulary**	**Grammar & Structure**	**Homework assignments**
Prerequisite Available Monday June 20	By the end of this Module you will be able to • Recognize Pashto Alphabet	• Introduction to the Pashto Alphabet • Alphabet names • Some greeting phrases	• Identify and label basic shapes of the Pashto letters • Identify and label initial forms of the Pashto letters	**Homework:** Students will submit the required assignments as instructed in the Canvas

	• Read signs and word • Label your name • Understand Syllabus, Course policies.		• Identify and label the two form letters of Pashto alphabet • Identify and label the four form letters of Pashto alphabet • Identify and write Pashto ligatures	Prerequisite Module. **Deadline:** Tuesday 8:00AM
Review of Alphabet Tuesday June 21	By the end of this Module you will be able to • Recognize Pashto Alphabet • Reade signs and word • Label your name	• Introduction to the Pashto Alphabet • Alphabet names • Some greeting phrases	• Identify and label basic shapes of the Pashto letters • Identify and label initial forms of the Pashto letters • Identify and label the two form letters of Pashto alphabet • Identify and label the four form letters of Pashto alphabet • Identify and write Pashto ligatures	**Homework 1**: Chapter 1, Exercise 6, &Page 5: Your task is to listen to the alphabet names, and repeat after the speaker as s/he pronounces them, record your voice and submit your work to the assigned folder in the google drive. **Homework 2:** Chapter 1, Exercise 17&18 Pages 19-22. Complete the exercises as each explained in the book and submit your work to the assigned folder in the google drive. **Deadline**: Wednesday 8:00AM

Basic Greetings and Reading Pashto phrases Wednesday June 22	By the end of this Module you will be able to • Recognize Pashto vowels, diphthongs (semivowel and consonants) • Reade signs and word • Read and Write greeting phrase	• Basic greetings • Pronouncing Numbers • What is this? This is a book.	• Pashto vowels, diphthongs or semi vowel and consonants • To be verbs with third person • The question word "what" څه	**Homework 1 Listening and Reading**: Chapter 2, Exercise 6,7, 8 Pages 52, 53, 54 Chapter 2, Exercise 13, Pages 58 Your task is to listen to the Pashto words (which the audio is reading sets of words with vowels) and consonant sounds, and repeat after the speaker as s/he pronounces them, first record your voice and then complete the exercise as explained to you and submit your work to the assigned folder in the google drive. آس اكا بابا Ā مَیْه۔ اته A manəna مَنَّهۏ څْهٔ پهٔ زړهٔ تیت، ایران ،i انګریزي مبز، ایږ بږ، E بنځي كتاب پنسل اوتو۔ ګُل۔ لامبو o

				اوږه، بوت، u کابو- لاهو- ویدیو **Deadline:** Thursday 8:00am
Basic Greetings and Farewell Thursday June 23	By the end of this day you will be able to • Reading/ write greeting Phrases • Greet others, using different greeting phrases. • Ask others' how are they doing?	• Greeting and Farewell phrases • Useful vocabulary for greetings and farewell • How are you doing? • I am fine. (I, we, s/he, you, they) (is, are) • I am not tired.	• Personal Pronouns • To be verbs • Adjective • Question word 'How" څنګه	**Homework 1 Listening and Reading**: Chapter 3, Exercise 1, 2 & 7, Pages 82, 84and 88: Your task is to listen to the most common greetings and farewells phrases and repeat after the speakers finally, record your voice and submit your work to the assigned folder in the google drive. **Homework 2:** Exercise 9, Pages 90: On a piece of paper rewrite the most common greetings and farewell phrases and submit your work to the assigned folder

				in the google drive. **Homework 3:** Using the language points, Pages 89-91: On a piece of paper write the following sentences in Pashto and submit your work to the assigned folder in the google drive. 1. I am Jon. 2. We are Kareem and farid. (and= او aw) 3. She is laylaa. 4. He is bob. 5. They are Laylaa and Leah. 6. You are Mike. (singular) 7. You are Mike and John. (and= او aw)

				Deadline: Friday 8:00am
Introducing yourself to others Friday June 24	By the end of this day you will be able to • Greet others in the context of the culture • Ask others "how are they doing?" • Introduce yourself and ask other's introduction.	• More greeting phrases • What is your name? • My name is… • Important phrases and vocabulary regarding introduction	• Possessive Pronouns • To be verbs and negation of the to be verbs • Adjective Question word 'what, who/whose"	**Homework 1 Listening and Reading**: Chapter 3, Exercise 26A/B/C & 27A/B, Pages 102, and 103: Your task is to watch/ listen to the most conversations and complete the tasks explained in the instructions. Finally, take a picture of your work and submit it to the assigned folder in the google drive. **Homework 2 Reading:** Exercise 11, Pages 92 and 93: Read the adjectives' list and record your voice, and then submit your work to the assigned folder in the google drive.

				Deadline: Monday 8:00am
Week 2				
Asking others Introductions Monday June 27	Weekly Quiz 1: 8:30.am By the end of this day you will be able to • Introduce someone to others. • Give and exchange personal information when meeting people, • Asking and answering "Yes/ No questions' and 'Wh-questions'.	• Who is s/he? • They are Ajmal and layla. • Whose book is this? • Family and kinship terms	• Demonstrative Pronouns • Adjectives • Question word 'how, who vs whose"	**Homework 1 Writing:** Using what you have learned in chapter 3 and 4 so far, On a piece of paper write a monologue of your own introduction in Pashto and then take a picture of your work and submit it to the assigned folder in the google drive. **Make sure to include the following points:** 1. Greetings (hello, good morning, how are you doing?) 2. Complete introduction (name, last

				name, nice to meet you)
				3. I am fine. I am not tired. I am not hungry. I am thirsty.
				4. Thank you
				5. Proper farewell phrases
				Homework 2 Speaking: Now record your voice by reading the above phrases and submit your recording to the assigned folder in the google drive.
				Deadline: Tuesday 8:00am
Telling/asking others "where are your from./?) Tuesday June 28	By the end of this day you will be able to • Tell others about your place	• Where are you from? • Which city/state do you live in? • Vocabulary list about places	• Conjugating the verb (to live) ژوند کوم • Preposition and postposition له/د ... خُخه/نه (from), په ... کې (in, at) • Question words کوم ځای/ چيري	**Homework 1 Presentation:** Create a powerpoint presentation about yourself, your family members and close friends, and presented to your

	of origin • Ask others' place of origin. • Tell your nationality to others and ask other's nationality • Fill out an intro form for an official business		(where) and کوم (which)	classmates in next class; make sure to include the following points: 1. Greet your classmates (including hi/hello, how are you doing? In addition, good morning.) 2. Show a picture of your family, or close friends, and introduce them to the class (include, names, last names, their relation to you and their place of origin.)

				3. Say "thank you" and "goodbye" to your classmates 4. Ask one question from a classmate after listening to their presentation. **Deadline:** Wednesday 8:00am
Telling/asking others "what are you doing for living./?) Wednesday June 29	Quiz 1: • Vocabulary list • To be verbs and phrases • Writing (Name, last-name, place of origin) By the end of this day you will be able to • Identify and compare some jobs	• Vocabulary list of occupation • Where do you work? • I am a Pashto student. • I teach at university.	• Present tense of verb (to do) کول • The (to do) کول verb suffix for professions کوونکی/ کوونکي • The masculine and feminine forms of profession(nouns) • Singular and plural animate objects	**Homework 1 Reading**: Chapter 4, Exercise 18, Pages 128; Your task is to read the text in exercise 18, record your voice and Finally submit the audio to the assigned folder in the google drive. **Homework 2 Writing:** Following the text in Exercise 18, write the introduction of

	• Describe your job to others • Ask others 'what are you doing for a living?'			4 individuals from your friends or family and then submit your work to the assigned folder in the google drive. Make sure to include the following points. 1. Mention their names and last-names 2. Their place of origin 3. Their occupations **Deadline:** Thursday 8:00am
My favorite job Thursday June 30	By the end of this day you will be able to • Describe your favorite job • Talk about the functions you usually do in the classroom. • Tell others "what was your	• I like my job. • I was a student. • I do not like working in a restaurant but I like to work in a store.	• Expressing likes and dislikes • Conjunction (but) اما، خو • Negating the present form of the (verb to do) کول	**Homework 1 Listening**: Chapter 4, Exercise 27 A&B, Page 136,: Your task is to watch/listen to the most conversations and complete the tasks explained in the instructions. Finally, take a picture of your work and submit it to the assigned folder

	previous job?			in the google drive. **Homework 2 Writing:** Chapter 4, Exercise 29, 30 &31 A&B, Pages 137, 138 and 139, Your task is to complete the tasks as explained in the instructions. Finally, take a picture of your work and submit it to the assigned folder in the google drive. **Deadline:** Friday 8:00AM
Classroom/ office objects Friday Jul 1	By the end of this day you will be able to • Learn and review vocabulary related to classroom objects • Tell others about your belongings • Describe a classroom object	• There are ten chairs and five tables in the classroom. • I have one book and three notebooks. • My notebooks are red and my pens are blue.	• Plurals of Inanimate Objects • Gender of Inanimate objects • Conjugating the present form of the verb (to have) لرل • Numbers Ordinal • Demonstrative pronouns	**Homework 1 Writing:** Chapter 5 Exercise 10, complete the task and then submit your work to the assigned folder in the google drive. **Homework 2 Speaking:** In video cording, go around your office space at your home, show the objects in your room, and talk

				about them in Pashto. Make sure to include the following items:
				1. Greet the class
				2. Demonstrate the objects, which are, belong to you. For example, I have a big desk.
				3. Use colors and numbers, while describing.
				4. Mention 2-3 objects that you do not have.
				5. Say thank and goodbye
				6. Show your recording in the next class.
				7. Ask a question about a classmate's belongings, after watching their video.
				Deadline: Monday 8:00am